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ABSTRACT

The Master of Arts programs in Human Development and Education at Saint Mary's College (Minnesota) arose in response to a need felt by many involved in the helping professions for a nontraditional approach to graduate education. The program is designed to develop competence in understanding one's own growth as well as that of others with whom the candidate is in contact. The structure of the program is based on several premises: (1) that learning is a cyclical process involving experience, development, reflection, and conceptualization; (2) that much growth occurs in the context of self-directed learning; and (3) that rigorous, scholarly study must be balanced with experience and a deeper confrontation with theory. The contract serves as the basic unit of each candidate's work, as an agreement between the faculty and the candidate, and as part of the official transcript if requested. A range of 32 to 45 credits is necessary to qualify for the M.A. degree, and work is divided into four contract periods. Time and credit arrangements are highly flexible and based on the amount and kind of accomplishment. Details of the program and the results of a student survey are presented. The questionnaire is appended. (MSE)

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THE GRADUATE PROGRAM IN HUMAN DEVELOPMENT AND EDUCATION

Submitted By: Dr. William E. Byxbee, Jr.
September, 1976

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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"Knowing others is wisdom:
Knowing the self is enlightenment.
Mastering others requires force;
Mastering the self needs strength.

He who knows he has enough is rich
Perseverance is a sign of will power.
He who stays where he is endures.
To die but not to perish is to be eternally present."
Tao Te Ching

"Within the physical body lives a part of the external and infinite source of life. In the midst of our dark times, this still small voice gives us light; in our times of fear, it restores our faith; in times of joy and well-being, it teaches us love and compassion; in times of excellence, it shows us humility; and in times of crisis, this light of life gives us the courage and strength to push on."
Red Zinger Tea Box Panel

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HISTORICAL PERSPECTIVE

The Master of Arts program in Human Development and Education at Saint Mary's College was begun as a full graduate program in the fall of 1973. At that time, the undergraduate program in human development had been on-going for about two years and the program, although still in its infancy, had been viewed as successful. One of the key components to the undergraduate human development program was the off-campus learning experience in which the student was encouraged to participate in a sixteen-week to one year living/learning experience external from the campus. As the Director of that program, it was my responsibility to not only supervise and establish off-campus programs for the undergraduates, but also to work with those that were acting as adjunct professors and external supervisors for the placement of these students.

One of the most frequently discussed issues, as I went around to these various learning centers which were placed all over the United States and in a variety of countries in Western Europe as well as Canada, was why didn't Saint Mary's College establish a graduate program that would allow people off campus to participate in a rewarding experience without having to leave their job or geographic area? This seemed like a very unique challenge and I began thinking about the possibilities of such a program and what pre-conditions would have to exist prior to our implementing it.

After about a month-and-a-half of questioning those at Saint Mary's who were responsible for approving such programs and field testing the ideas with some of our adjunct professors throughout our off-campus sites,

several of us who were involved in the human development program got together and designed an outline for a graduate program. This program was then presented to the Division Chairman of Human Development and brought before the Graduate Dean, Academic Deans, and, ultimately, the President of the college. We were encouraged to begin a pilot program of the off-campus program for one year so that we could study how it would work and make whatever changes were necessary before expanding the program. This was done; and the first group of students entered the program in fall of 1973. Within two months of time, our program had reached our cut-off point of fifteen, which we were to work with until we were assured that this was going to be a quality program and one that we could sustain.

At the conclusion of our one-year pilot program, everything seemed to be going extremely well and without advertising the program at all, we had received requests from an additional twenty-five people who had heard about the program and were interested in applying.

During that first year, many changes were made in the program to respond to the needs of those candidates that were in the pilot study as well as to respond to the needs which were generated from within the academic community at Saint Mary's College. All of these changes were viewed as significant and important to the continuance of our graduate program and in making sure that it was of the same quality that our on-campus programs are expected to achieve.

At the conclusion of the first year, we put together our first graduate handbook and started to formalize many of the previously free-floating ideas that we were working with in the original pilot study. In the past two years, the program has not changed substantially, although it has responded to what

we have felt to be inconsistencies in our philosophy as well as incorporating several suggestions which were made to us by the North Central Accreditation team and by our students in research we did regarding our program.

What I shall present to you in this paper is a fairly complete statement regarding the philosophy, organization, and evaluation of the Graduate Program in Human Development and Education, along with some recommendations for its future growth and development.

PHILOSOPHY OF THE PROGRAM

The Master of Arts programs in Human Development and Education at Saint Mary's College arose in response to a need felt by many involved in the helping professions for a non-traditional approach to graduate education.

The program attempts to provide learners with a vehicle which supports the development of an integrated philosophy of life as well as with means to reach that end. Wholistic human growth, the integration of the affective and cognitive dimensions of man, is our primary value orientation. Integrity, responsibility, honesty, sensitivity, and wonder are viewed as essential to intellectual, emotional, interpersonal, creative, and spiritual development which is human development.

The program is designed to develop competence in understanding one's own growth as well as that of others with whom the candidate is in contact. The structure of the program is based on the premise that learning is a cyclical process involving experience, development, reflection, and conceptualization; that much growth occurs in the context of self-directed learning; and that rigorous, scholarly study must be balanced with experience and a deeper confrontation with theory in terms of personal meaning.

There are several very important aspects of the philosophy which I shall discuss in some detail. As with all philosophies of learning or philosophies of education, this one is expressed in very global and general terms; but I think that a careful review of the philosophy will indicate that there are several concepts which we hold quite dear in the graduate program. One of these is the fact that it is an experiential learning program, that is, we

encourage our students to learn from their own experiences and then to synthesize their experiences with some rigorous scholarly study. As John Dewey once described the experiential level of learning, "To learn from experience is to make a backward and forward connection between what we do to things and what we enjoy or suffer from things in consequence. Under such conditions, doing becomes a trying; an experiment with the world to find out what it is like; the undergoing becomes instruction--discovery of the connection of things . . . Experience is primarily an active--passive affair; it is not primarily cognitive."[1] This interactiveness of education is one of the most vital components of the graduate program. We encourage our candidates for the master's degree to continue their life's work but to add a new dimension to it and that is, an examination of what they are doing, why they are doing it, what ways they could increase their effectiveness and efficiency in doing what they do.

Ours is also a very cognitive program. I feel that it is extremely important that the candidates reality test their experiences against the existing theories of learning and existing theories in the areas of their specialization; however, we try to avoid a simple cognitive approach. As Weinstein and Fantini have described this simplistic cognitive approach in their book, Education, A Curriculum of Affect, "Cognitive development is equated with mastery of institutionally perscribed content, with 'understanding of' or 'knowledge about' a variety of academic subjects, rather than understanding or knowledge of how these subjects can serve the needs of the student. The entire machinery of the school, including the three-ward system, reflects this stance; grades, promotion, recognition, and so on are based on the degree of mastery of the cognitive. In fact, the operational

definition of learning used in the school is a cognitive definition. The classical notion that learning as a 'change in behavior' is commonly interpreted by our schools to mean a change in cognitive behavior, measured by paper and pencil tests and verbalization."[2] It is this concept above all that our graduate program is hoping to eliminate by encouraging and, at times demanding, that there be a balance between the affective and cognitive areas of our candidates education.

It is our expectation that the students will take this opportunity to look inside themselves and find out with what types of learning they are comfortable and what types of values they espouse regarding education. It is imperative that the students become keenly aware of what they are as people. This understanding of the concept of self is a critical area of learning that must take place on the part of our students if they are to succeed in this program. As Perkins points out "An understanding of human behavior depends not only upon a knowledge of physical and environmental forces, but also upon an understanding of the self, the unique way each person perceives, interprets, and organizes experience. Self is defined as a person's unique dynamic organization of the personal meanings arising from his experience.

Self is an emergent process and is unique and personal. It is a process where change takes place while at the same time organization is maintained. Much, though not all, of one's knowledge of the activities of the self consists of the inferences one makes about another person's organization of personal meanings. The development of self is facilitated by warm, supportive human relationships with the significant others in one's life."[3]

Our program is designed to allow the candidates as much latitude as possible in their own learning style and through the support of their adviser and the director of the program; they are encouraged to be as unique, creative, and challenging as possible.

It is important to emphasize that we do view learning as a cyclical process, as is mentioned in our philosophy, involving experience, development, reflection, and conceptualization and then going back once again to new experiences. The program is viewed as a structure through which a student can, in the cyclical process, work towards a goal which is usually the attaining of a master's degree in either human development or education, while at the same time, continuing to learn in a style with which they are most comfortable. The degree is not a terminal point in their learning, and this is emphasized in our program. We tell students before applying that we view this program as simply a structure through which they can work for a specific period of time. We remind them that a degree is only a degree, we hope that the candidates programs are filled with continuing growth and developing meaning and skills. Primarily, this is their responsibility. We offer our services and ourselves to serve, and to share in this process with them.

The learning that takes place in the Human Development/Education Graduate Program should be integrated and meaningful. As John Chase and his staff expressed this, "Learning is personal and the primary word of education is contact. The I becomes of most importance. All knowing is personal, is meaning. The quality of the relationship between the I and the Thou determines the quality of interaction and, therefore, learning. The relationship and the interaction between the total person and ideas, objects, people,

situations and abstractions is the I-Thou. The teacher does not, therefore, tell the student what to learn because he will need to know this, or just because society or the group needs to solve a problem. The student really learns because he wants to learn; and when he wants to learn, learning will take place.

To help the student learn, the teacher assumes the active role in assisting in the establishment of a teacher/learner relationship. This relationship appeals to the total self, emotionally, intellectually, spiritually, and socially. But the student makes the choice to learn and accepts the responsibility of his choice. He expresses the commitment to learn through his behavior. The teacher in the relationship, then becomes less active, with the student becoming the more active one. Through personal conference, group discussions, diagnostic testing, and the analysis of behavior, each student is stiumlated to become more aware of himself. In the classroom, each individual decides with the teacher what he needs and wants to learn. The teacher facilitates the process by designing experiences to arouse curiosity, to create inquiry and discussion, and to identify problems and areas of concern. The teacher, in relationship, discovers interests and provides exploratory activities for the stimulation of new ones.

This desired setting or community of learning is for all students. All will learn skills, acquire knowledge, and make decisions. Each will work with problems--not just to perpetuate tradition, to pass on a common heritage, or to solve a social problem, but to learn about himself, to develop to his fullest potential because he wants to find out, to know, to be. The learner and the teacher seek to be personally involved. Personal awareness, personal choice, personal responsibility and personal commitment are the goals. The

teacher cares. The student cares.

With this relationship, certain principles become paramount in developing, refining, and activating living/learning styles:

1. Learning involves a reorganization of the person. A person changes when he learns.

2. Learning proceeds logically from perception toward resolution of a problematic situation.

3. Values, attitudes, and character are developed when beliefs and actions are freely chosen, when choices are made and acted upon, when decisions are made and applied, when consequences are valued and integrated, when responsibilities are assumed, and when beliefs are reflected in one's actual behavior.

4. A person learns in order that he may reduce tension in his field.

5. A person learns best when he selects, helps select, problems and goals of real interest and can relate these goals to individual purposes.

6. A person learns best through concrete, realistic and predominantly firsthand experience in which he has an opportunity to organize his problems and which elicit critical thinking, discovery and total involvement.

7. A person learns best when new learning is related to older learning. Facts, information, and data will be used voluntarily by the individual when they meet his needs or help with his problems. Skills are learned best by meaningful use and re-use in relevant application.

8. A person learns best when he is physically and emotionally comfortable and secure. Needs must be met before orderly problem-solving can proceed.

9. A person learns best when he is challenged within his range of perception and abilities. Learning is blocked when too much pressure is applied.

10. A person learns best when he is stimulated affectively as well as intellectually.

11. A person learns best when he is involved in a variety of related experiences.

12. A person learns best when his knowledge leads to some action.

13. A person learns best when learning is reinforced by meaningful repetition, self-testing, extending experiences, and evaluation.

14. A person learns best when he has a sense of personal and group worth, dignity and achievement.

15. A person learns best when he has reflected on the meaning of his experiences and has participated in the self-evaluation of these experiences.

16. A person learns best when he learns because he wants to learn, he is committed to learn, and because he is; he then assumes the responsibility."[4]

As a staff, we are constantly trying to ascertain how we can facilitate and encourage this type of learning on the part of our graduate candidates.

In summary, our philosophical position regarding our program, coincides with the statements expressed by Chase, namely, the following:

1. "The cognitive and affective understanding of human potentialities and the release of human potential in relationship to the complex factors which relate to continuous growth and development of personhood;

2. The processes, programs, and experiences which insure that the teacher and other personnel in the helping professions are liberally educated and possess some intellectual depth and competencies in selected teaching fields and related disciplines;

3. The identification of one's basic beliefs, prejudices, elements of relationships, and behavior;

4. The analysis of teaching/learning and other helping relationships which identify values, meanings, and the self-concept causing behavior;

5. The facilitation of moral judgment through establishment of personhood as a fully-functioning self in a relationship ever mindful of man;

6. The expansion of the field of awareness to the end that a more nearly complete complex of multidimensional relationships may be established between the learner, his perceptions, his behavior, the structures of knowledge, and the reification of theory into practice;

7. The facilitation of the integration of knowledge to promote the expansion of perception and the relationship of ideas to elements of the present, the future, and the past;

8. The facilitation of experiences which provide involvement in the development of competencies necessary for self-analysis, value judgments and choices, evaluation and behavioral change through clinical learning and research, and the use of multiforces in the solution of problems."[5]

In addition to these, we would emphasize the ability of the student to be a self-directed, internally-motivated learner. One capable of exercising creative problem solving techniques and mature judgment.

DYNAMICS OF THE PROGRAM

It is important, at this point, to emphasize the areas that we feel we can assist students with and some of the areas that the program is not intended to handle. The Master of Arts programs in Human Development and Education have the same structure and philosophy. The candidate's area of focus: (1.) determines the designation of the degree and (2.) determines the competencies which the graduate staff will expect of him or her.

Each candidate's program is as unique as he or she is. It is based upon goals--both personal and professional; personal needs, strengths, and weaknesses; resources available to the candidate wherever he or she is or can travel; and pertinent in-service experiences.

The staff of the program insists that each candidate achieve an acceptable balance of theory and experience, research and experimentation, personal and professional growth. Programs should be designed in an interdisciplinary fashion, drawing from the various fields which explore personal growth: psychology, philosophy, education, sociology, anthropology, religious studies, and communications.

In the past, candidates have focused on such areas as educational alternatives, individual and group consultative skills, community development, organizational development, moral development, spiritual growth, early childhood work, community mental health, youth center work, values clarification, pastoral counseling, and parish education.

The program is a vehicle for people involved in the helping professions

(teaching, counseling, group work, pastoral work, etc.), who see the need to strengthen their theoretical bases, their skills, and their ability to use "self as Tool" in facilitating the growth of others.

It is an opportunity for strongly motivated, self-directed learners to achieve certain objectives they have set for themselves.

It is a resource of professionals in various fields willing to share their knowledge with Master's candidates.

It is an interdisciplinary approach to graduate education, designed primarily for practitioners, which seeks to ensure that each candidate balances a scholarly background in the theoretical bases of his or her area of interest with a strong experiential component.

It is essentially an external, independently pursued course of study. The exception is the residential Master of Arts program.

It is not a specified course of study with a prescribed series of courses, the completion of which merits a degree.

It is not a program for those who lack direction or intrinsic motivation.

It is not a certification program for social workers, psychologists, or education administrators.

It is not a program where candidates receive academic credit for "business as usual"; i.e., for meeting their own particular job requirements.

I think it imperative to emphasize that this program is designed for those in the helping professions and is designed for those that have been away from the formal educational program for quite some time. This is important for several reasons. First, it is important that the student have been away from classical education so as to have a different perspective on what is important in life, and especially what is important regarding personal growth.

Second, it's important that our candidates have had sufficient time to learn to be responsible for themselves, not only in their day-to-day functionings, but taking responsibility for their own learning so that they might be able to design strategies to achieve their learning objectives.

This is vital to the program since, it being an external program by nature, we are not able to provide a great deal of person-to-person contact with our students, therefore, they will not be told what to do, when to do it, and be given specific periodic deadlines. As I tell each student, we are not a babysitting service, nor do we have the time to hold hands and walk them through their program. If a student feels that he or she needs a specific structure, external deadlines, and pressures, then we advise them to look towards another kind of learning experience because their chances of success in ours would be minimal. The program is, as we mentioned, designed for those who are strongly motivated, self-motivated learners and are able to achieve certain objectives that they have set for themselves.

One other point is that we encourage, as strongly as possible, that they approach their program in an interdisciplinary fashion, trying to tie-in as many different areas of thought that are applicable to their particular situation. Through this, we hope that they will be in a better position to synthesize a wide variety of inputs and come up with new ideas and concepts which will be of value to them in their life's work.

OPERATION OF PROGRAM

At this point, it would be instructive to outline some of the mechanics of the program to establish how the program actually functions.

The Contract

The contract serves as (1) the basic unit of each candidate's work, (2) as an agreement between the Human Development/Education staff and the master's candidate, and (3) as part of the official transcripts, if specifically requested.

A range of thirty-two to forty-five graduate credits is necessary to qualify for the Master of Arts degree. Work toward these credits is divided, as each candidate and his or her adviser best see fit, into four contract periods. Each period can be as long as the candidate and adviser see necessary to accomplish the specified goals. In designing the contract, it is best to confine it to approximately one quarter of the work the candidate would like to accomplish during the entire master's program. Although the program is flexible enough to accommodate change of plan or direction, each candidate should have a fairly clear conception of overall goals from the onset. Credits for each contract are assigned on the basis of the amount and depth of work; credits received for formal course work; and time devoted to reflection upon experiences (practical and academic), as well as synthesis of the experiences and reflection into a conceptual framework and developing skills. This is a consensual decision made with the recommendation of the candidate, the adviser, and the graduate committee.

We encourage candidates to attempt to step away from a "how many credits?" stance and into a perspective which views each contract simply as one quarter of the work he or she wishes to accomplish.

Initially, the contract should be filled out in as much detail as possible. The graduate adviser assists in its further design and implementation, with additional resources and suggestions. Typically, the first contract is an exploratory one. The second and third contracts can return to previous work with an emphasis upon increased understanding or competence or can turn to further areas of concern. It is recommended that one of these contracts involve the design, implementation, and evaluation of a project. The fourth contract, referred to as the master contract, should describe and evaluate the candidate's entire graduate program in detail.

In each contract, the candidate must evaluate his or her success in achieving each specific educational goal. A summary which integrates the various experiences of the contract is a substantial interdisciplinary statement is required as well.

In the summary statement for the Master Contract, the candidate is expected to 1) review and reflect upon learning in the entire graduate program, as well as 2) take a position on a specific area of interest or concern in his or her field. This statement will be reviewed by the candidate's graduate committee prior to the colloquium.

A sample completed contract is included in the appendix of this paper for your review.

We emphasize to our candidates that the contract is just that, a legal contract, established with Saint Mary's College and themselves. They are encouraged to assign credits to themselves and to establish a length of

time through which they will work on that contract. We feel that it is necessary to remind them that their contracts must be completed on schedule or we must receive a written indication as to why it is delayed.

The contract is also a vehicle through which the candidate can begin to organize their ideas and concepts for their coming unit of study. It is important for them to include their general personal and professional goals not only for this contract, but for their entire graduate program so that they keep a sense of prospectus established. The student should be able to demonstrate that significant growth has taken place in their graduate program and one of the best vehicles for this is by showing that each one of the contracts that they worked on was working towards a focus and at the conclusion of their graduate program they had reached that point. The student is also encouraged to delineate quite specifically their educational objectives, their means of achieving these, and the ways in which they will evaluate this achievement. This is perhaps one of the most important facets of the contract itself because this is where the student has to sit down and become quite specific in isolating what it is that they want to learn and list these in objectives. They then are required to delineate how they are going to meet these objectives, whether it is going to be through a formal course at another institution, through independent research and readings, through seminars or workshops, or institutes or dialogues with others in the field. Whatever they choose as a <u>means</u> of achieving their specific educational objective has to be put in writing.

Perhaps one of the most difficult things for all of our candidates is to demonstrate how they are going to evaluate their achievement of this specific educational objective. When a student is taking a formal course

either as part of a graduate program or as part of a course of study, the usual means of evaluating that achievement is a simple grade that is given to them by the professor of the course. However, when our students are engaged in such things as institutes or workshops or weekend retreats in independent study, this is not possible. We, therefore, encourage our students to be very specific as to how they're going to evaluate their achievement. This could come in the form of a diary or a journal augmented by written reactions of people that they have worked with, summaries of what they have learned, or could include pre and post testing, tape recordings, audio tape recordings, evaluations from supervisors, etc.

Progress and evaluation reports are vital because they are the tangible evidences of learning that has occurred. They are their self-evaluations and reports for the staff on each specific educational objective, as well as a substantial summary integrating statement as to what has occurred that has been meaningful in that contract and how that is related to their entire program specifically. Staff evaluations, which are filed by the adviser who has prime responsibility for working with the candidate during a specific contract period, are also necessary for a complete evaluation of each contract.

Adviser

Each candidate's graduate adviser is appointed specifically to help in the design of the whole graduate program as well as each contract period. The adviser is appointed because he or she is knowledgeable or skilled in the area of the candidate's major focus. It is his or her responsibility to suggest readings, films, experiences, workshops, or professionals that could help in their course of study and growth. The adviser also offers continuing

and final evaluative feedback for each contract as well as feedback during the preparation of the master contract statement paper and the colloquium.

Advisers, typically, have to have achieved a level of competence in the field in which the student is working. This level of competence can be demonstrated either by having attained a doctoral degree or can be one who possesses unusual competence in the area that the student is studying. This competence is subject to the approval of the graduate dean, who makes his decision based on an academic vita submitted to him, a recommendation of the program director and a request by the candidate.

The adviser is a very vital link in the entire graduate program. Since this is an external program, much of the face-to-face communication and assistance is derived from the adviser. The adviser is responsible for helping the student to work through the program, understand the contract, identify how many credits the contract should be given, giving systematic feedback as the student progresses through the contract and then providing the student with an evaluation of that specific contract and the work that the student has done to date in the graduate program.

The adviser, hopefully, will be able to provide the candidate with lists of resource people that are working in the same areas that may be able to provide assistance in the candidate's program.

In addition to the adviser, members of the human development and education staff often present workshops for groups of master's candidates working together in a setting off Saint Mary's campus. Such a course or workshop is the only requirement in the graduate program and that is a course entitled "The Process of Human Development." This course has to be taken by everyone in the program sometime prior to their completing a second

contract. The purpose of this course is to familiarize the student with the graduate program, to acquaint them with various ways of working through the program--how to write contracts, how to set objectives, how to find materials, how to evaluate their progress. It gives them information related to the mechanics of the program including financial aid, expenses, how to use an adviser, how to register a contract, etc. A course description is enclosed in the appendix which will give a further explanation of this learning experience.

Candidates are also encouraged to engage other professionals in dialogue. An effort is made to locate a contact person in each candidate's area of interest and geographic region. This person, designated an adjunct professor of Saint Mary's College, is willing to meet with the candidates and discuss topics of mutual interest. Such a dialogue on the candidate's part not required, but is certainly encouraged. To facilitate this, the office of the graduate program in human development and education has compiled an updated resource handbook which gives a brief description of each of the students in the program and the areas that they are working in. In this way, the students are able to communicate with one another and assist one another in their learning. This candidate information booklet assists the candidates in locating learning centers, experiences, workshops, or internships from which he or she may profit in the course of the program. The booklet is written by current candidates in the program about what they are doing and places that they have studied.

The geography for the campus for the Master of Arts degree program is unlimited in our eyes, although the candidate may, by necessity, have to confine him/herself to the area where he or she is presently working,

expanding that experience in depth, if not in latitude.

The Colloquium

Prior to completing the program, usually sometime in the fourth contract period, the candidate is required to conduct a colloquium at Saint Mary's College. The master's colloquium is the forum in which candidates for the Master of Arts degree in Human Development and Education integrate the various insights gained during their graduate career, further substantiate the quality and scope of their work, and share their theoretical and experiential knowledge with the college community. The spirit of the word colloquium--speaking together--is the spirit in which each colloquium is conducted. The colloquium is an addition to the regular four contract period structure of the Master of Arts program, although some of the preparatory work may be included in preceding contracts. The colloquium may take whatever form the candidate and adviser believe will allow the best presentation of the various points to be made. Such things as formal lectures, open discussions, video tape or slide presentations are acceptable.

Each colloquium presentation will be followed by question and answer periods conducted by the candidate's graduate committee.

Preparation for the colloquium should begin several months in advance, in close cooperation with the adviser. Specific definition of the focus of each candidate's graduate work will already have been made during the four contract period structure. This definition should be further delineated, the candidate addressing him or herself to a specific area of concern in the field. Early preparation will allow ample time for feedback and for planning the nature of the colloquium itself to reflect the interdisciplinary, inte-

grated nature of the program.

Prior to presenting the colloquium, the student is required to submit at least five weeks in advance of the colloquium date, a position paper. The position paper should outline the areas that will be covered during the colloquium.

We try to emphasize to the student that this is simply a sharing experience, it is not a formal defense of their program. It's not a high pressure, high risk for failure situation. It is simply an opportunity for the community to share in the learning that is taking place in the candidate's program.

EVALUATION OF THE PROGRAM

I have mentioned several times in this paper the evaluation procedures regarding the candidate program. The record of each candidate's progress and growth in this Master of Arts program is primarily his or her responsibility. Each candidate has a portfolio at Saint Mary's College which consists of all storeable indications of work: letters, journals, tapes, films, summaries of discussions, etc., as well as self evaluations of each contract's objectives and a summary statement for each contract. It is recommended that candidates make copies of all work submitted for their own records.

The portfolio also contains evaluations of the candidate's work by the adviser and others, such as in in-service supervisor, involved in his or her program. The adviser submits a formal evaluation to the portfolio and to the candidate after each contract. The candidate is free to include comments on the adviser's evaluation in his or her portfolio.

The graduate committee formally evaluates the candidate at two points. The first is after work on the first contract has been completed. A written recommendation is made as to whether or not the candidate can continue in the program.

The graduate committee also evaluates the candidate's work in the master contract, primarily through a review of that contract's summary statement. This review and evaluation is the comprehensive examination, required by the college, for the Master of Arts degree in Human Development and Education. If recommendation is made that further work is necessary, specific requirements for a non-credit additional contract are spelled out. Another evaluation

is made at the completion of that work. If the quality of the work is again deficient, the degree cannot be awarded.

If the evaluation of the master contract is positive, the graduate committee recommends that the candidate plan the colloquium.

Portfolio

The portfolio is one of the most vital links in the program as far as evaluation is concerned and the student is expected to submit anything that he or she feels is pertinent to their program. This could include such things as video tapes of work that they may have done, audio tapes of the experiences that they have participated in, annotated bibliographies of important pieces of literature that they have read, any original poetry or prose that has been generated by the student during their candidacy at Saint Mary's, any diaries or journals of specific events that have had an impact upon the student's program. All of these things are encouraged to be submitted to the portfolio, so as to compile an accurate and expanded record of what they were doing in their program at Saint Mary's. It is our feeling that this is far more representative of the student's program than a simple transcript indicating grades for specific courses.

Five years after the student has finished his program at Saint Mary's, his/her portfolio is returned to them so that they may keep it and have it as a reference as to what was going on in their lives five years prior. This will help to provide them with a touch stone to find out if they have continued in their learning and where it is taking them in the intervening five years.

These, basically, are the mechanics of the program. A quick review in outline form of these mechanics will help place them in perspective.

1. Request application forms from the Master of Arts program in Human Development or Education.

2. Complete "Application for Graduate Study" and return to the Office of Graduate Studies, with a non-refundable application fee as well as two official copies of the undergraduate transcript. Complete the Program Application form for the Master of Arts Program in Human Development and Education and return to that office, along with an official copy of any graduate transcripts, should you wish to submit credits for transfer, subject to staff approval.

3. Receive notice of acceptance for admission from the Graduate Office. Receive notice of acceptance or non-acceptance of graduate credits in transfer as well as blank contract form.

4. A graduate adviser is assigned to the candidate.

5. The candidate submits a tentative version of the first contract to the adviser, who offers suggestions and additional resources. When the contract is mutually satisfactory, credits are assigned by the graduate committee and registered. All work for the portfolio is to be submitted by the expiration date of the contract.

6. At the completion of the first contract and after the review of the candidate's continuing and final self evaluation of contract work, the graduate committee meets to determine whether or not the candidate has evidenced the ability, motivation, and self-direction necessary to continue in the program. The candidate is notified, in writing, of the decision.

7. The graduate adviser submits his or her written evaluation of the candidate's work to the portfolio and to the candidate. The grade is recorded as a Pass/Fail on the transcript. This is a consensual decision, made by the candidate, his or her adviser, and the graduate committee.

8. The candidate completes the second and third contracts following the same procedure and submitting contracts, evaluations, etc., to the graduate adviser. The candidate is encouraged to design, implement, and evaluate a project during one of these periods of work. The graduate committee evaluation (of step 4) is omitted for contracts two and three.

9. The last contract period, referred to as the master contract, is designed to include a review and the evaluation of previous graduate work as well as set forth further specific objectives, means, evaluation criteria. It is designed by the candidate and the adviser, with input from the graduate committee.

10. The graduate committee meets to review and evaluate the candidate's work, primarily the master contract summary statement and also work as substantiated in his or her portfolio, and makes a written recommendation that the candidate plan further work or plan for the colloquium.

11. The colloquium is arranged and presented, in most instances, on the Saint Mary's campus.

12. Checklist prior to applying for graduation: a) Ensure that official transcripts of credits transferred, prior to or during a course of study here, are filed with the Office of Graduate Study. b) Take care of all financial obligations in the Business Office.

13. Fill out an "Application For Graduation" and return it together with a graduation fee, to the Office of Graduate Studies no later than one month before graduation.

14. Receive notification from the graduate office of approval for graduation.

15. Degree conferred.

RESIDENTIAL MASTER OF ARTS PROGRAM

I have emphasized that most of the students in our graduate program in Human Development and Education are external, however, there is a small Residential Master of Arts program, specifically for students who choose to work at Saint Mary's in Human Development or Education while at the same time, acting as facilitators in the undergraduate program in Human Development.

This residential program is similar to the larger, off campus program in philosophy, structure, and intent. It differs in that its primary focus is on group process and facilitation. The residential program is experience-based and theory-related and interdisciplinary.

A central core of study, required of each candidate in the residential program, includes an intensive summer workshop in small group leadership; one semester of small group facilitation with undergraduate support groups in conjunction with further independent studies; and an opportunity to reflect upon, integrate, and share insights, experiences, and developing skills. The candidate's course of study is encompassed in the four contract period structure.

This program, which requires a personal interview in addition to the routine application procedure, is usually of one year's duration, beginning in August of each year. Financial assistance is available as well as tuition fellowships.

EXPENSES AND ADDITIONAL INFORMATION

Students are billed for contracts in the month that they register that contract. Billing is based on the number of credits assigned for each contract. All billings for one contract period must be settled before entering into the next contract. A portion of the monies paid to Saint Mary's College for tuition may be refunded to the candidate. This money is for the candidate's use for workshops or courses at other institutions, institutes, or other training programs which are part of the contract that the student is engaged in. Requests for the use of this money should be submitted to the Director of the Master of Arts program in Human Development and Education, before its intended use. Monies cannot be reimbursed until tuition for the contract period in progress has been paid; and monies cannot be used for personal expenses such as transportation, room or board, materials.

Transfer of Credits

Up to six graduate credits from other accredited graduate programs or institutions may be transferred to Saint Mary's College for the Master of Arts degree program. These must have been received less than five years before the date on which the degree is to be awarded. Credits are accepted for transfer on the basis of their applicability to the intended area of study. Graduate transcripts should be forwarded to the Director of the Human Development/Education Master of Arts Programs.

Credit Load

Usually twelve credits is the maximum number of credits which can be assumed in a period of time approximating a semester. No more than one credit can be taken per week during the graduate summer school workshop session here, at Saint Mary's College. A range of 32 to 45 credits is required for the degree.

Course Work at Other Institutions

Credits can be transferred toward a candidate's graduate program here during the candidate's contract periods. Candidates planning to take course work at other institutions may take the course for credit at that institution and transfer the credit here or audit the course at the other institution and have it recorded here as part of a contract's work.

Duration

Most candidates complete their degree work in one-and-a-half to two years. The degree must be earned in five calendar years with the possibility of a one year extension.

Accreditation

The graduate program at Saint Mary's College is fully accredited by the North Central Association of Colleges and Secondary Schools.

Admissions Criteria

Anyone who intends to become a candidate for the Master of Arts degree in Human Development or Education is expected to file the two applications mentioned previously and receive notice of acceptance before beginning any contract work.

Admissions Criteria (continued)

The applicant who meets the following standards will be given regular status: he or she must have received a bachelor's degree from an accredited institution of higher learning; have maintained an undergraduate honor point ratio of 2.7 in all courses taken in his or her major field, and have received approval from the graduate committee reviewing his or her application to the Master of Arts program in Human Development or Education.

An applicant who has a bachelor's degree but has an undergraduate honor point ratio less than 2.7 in his or her major field, may be admitted on the basis of exceptional maturity, training, or experience, with the approval of the Human Development/Education graduate committee and the Graduate Dean of Saint Mary's College. This provisional admission status can be changed to regular admission status upon the successful completion of the first contract period of work.

Conferral Dates

Degrees are recorded on the student's permanent record and dated according to the following conferral dates: the Saturday after the end of the summer session, the Saturday after the end of the first semester, the Saturday after the end of the second semester. The only formal graduation ceremony is held annually in May. A graduate student who has received his degree anytime during the preceding year may participate in the graduation ceremony by indicating this on the "Application for Degree" form.

An expanded list of additional information which comprises the Adviser's Handbook is enclosed in the appendix of this paper for your review.

SURVEY OF CANDIDATES IN THE GRADUATE PROGRAM

In the spring of 1976, a questionnaire, which was developed by the Center for Research and Development in Higher Education at the University of California in Berkeley, was distributed to all of the graduate students who had completed at least one contract in the program. The questionnaire was sent out to sixty-two (62) people and we received responses from forty-eight (48) of these people.

I would like to examine some of the profiles regarding the program that were recognized as a result of our collation of all of these questionnaires.[1] I shall then address myself to the implications for further structuring of the program as a result of our findings.

I have put together an abstract of all of the data that was received from the students and the abstract follows in the next several pages. A more detailed accounting of all of the responses to the survey is included in the appendix.

I. STATUS IN THE PROGRAM

1. Over half of the candidates surveyed entered the graduate program in 1975. One-fourth (¼) of the candidates surveyed entered the program in 1974, with the remaining students having entered either in 1973 or before.

2. Most candidates said they had continued their studies since they first enrolled.

Reasons listed for not continuing studies were mainly concerned with the fact that the students were dissatisfied with the curriculum. The greatest factor which prevented students from continuing their studies was that their job responsibilities conflicted with their studies. Other major reasons

I. STATUS IN THE PROGRAM (continued)

2. include: financial difficulties, change of residence, and dissatisfaction with the faculty. Lessor factors were: family problems, or conflicts, health problems, and periodic ennui.

II. GENERAL BACKGROUND

3. Of the 41.9% surveys sent to women, 77.77% of them responded.

Of the 58% surveys sent to men, 73% of them responded.

4. Most people involved in the program are between the ages of 40 and 49. The other major age groups are: 25-29, 30-34, and 35-39. It is a fair assumption that our program attracts those between the ages of 25 and 49.

5. Marital status: Over half are single, one-fourth are married.

6. Children living at home:

82% of the candidates are married, divorced or separated, widowed and have children living at home.

7. Racial or ethnic background:

Two (2) Black/Negro/Afro American

Forty-five (45) White/Caucasian

III. CURRENT EMPLOYMENT

8. Presently employed--83.3%. They work an average of 45.81 hours per week. Those not employed are mainly either looking for work or are students.

9. Principal occupations are: teachers, priests, or ministers. Others are occupied as therapists, retreat directors, counseling services and religious coordinators of schools.

Those not employed are also professional people educated in such areas as: transactional analysis, psychiatric counseling, volunteer programs such as Camp Fire Girls, and other service organizations.

III. CURRENT EMPLOYMENT (continued)

10. Listed as most recent or present employers are mainly (27.5%) private employers. Another major employment source was government agencies (22.5%).

11. Income brackets:

The amount of money listed by each student for their total income varied substantially. This would seem to indicate that income has no bearing on what type of person enters this program. Most of the employed people made incomes under $8,999. Of those unemployed, their total income was in the $9,000 - $11,999 area, although there was not a great many people or percentages in any certain area. We have made the assumption that the candidates who were listed as unemployed, have income from sources other other than a job.

12. Most are financially independent of their parents.

IV. EDUCATIONAL BACKGROUND

13. Q.--After college and before entering our program, how many different institutions were you actually enrolled for credit?

Most students said that they had not been enrolled in other institutions or, if they were, it was for non-credit study. At most, candidates were enrolled in two other institutions.

14. Most candidates had studied for credit between one and five years ago.

V. ATTRACTION TO THE PROGRAM

15. The majority of people were introduced to our program through a staff member. Other major sources for attracting students were: friends involved in the program, the official pamphlet, religious supervisors.

16. Q.--How important was each of the following in attracting you to this program?

1. Opportunity to earn credit for life/work experiences--Very important

V. ATTRACTION TO THE PROGRAM (continued)

16. (continued)

2. The good reputation of the program--Somewhat important

3. The low tuition (cost)--Not applicable

4. Availability of financial support--Not applicable

5. Special areas of study it offers--Very important

6. The individualized approach--Very important

7. The independence allowed--Very important

8. Flexibility of the program (scheduling, location, self-pacing)--Very important

9. Opportunity for part-time study--Very important

10. It was only program available to me--Not applicable

11. Thought it was an easy way to get a degree--Not important/applicable

12. Had friends in the program--Not important/applicable

13. It sounded new and interesting--Somewhat/Not important

17. Most important of the above reasons were the opportunity to earn credit for life/work experiences and the flexibility of the program.

18. Before enrolling in our program, 77% looked for a traditional program and found that traditional programs did not meet their needs.

VI. PROGRAM FEATURES

19. Q. How important was each of the following educational objectives in influencing your decision to enroll in this program?

1. To develop a new career--Very/somewhat important (34%) (34%)

2. To acquire specific skills that will be useful on a job--Very important (80%)

3. To satisfy degree requirements for a job--somewhat/not important (27.7%) (27.7%)

4. To meet academic requirements necessary to enter a profession and/or doctoral program not important/applicable

VI. PROGRAM FEATURES

19. (continued)

5. To improve my chances of increasing my income--Not applicable

6. To become involved in social concerns--Somewhat important

7. To satisfy my personal desire to have a master's degree--Somewhat imp.

8. To attain greater personal enrichment and development--Very important

20. Students thought it most important that they attain greater personal enrichment and development (47%). Other major reasons were to develop a new career and to acquire specific skills that will be useful on a job.

21. Q. To what extent has the program met the objective most important to you?

Most said that their program had met their objective completely, another 31.2% said somewhat.

22a. Studies have been extremely interesting for 66.6% of our candidates, interesting for 33%. No candidate said their studies were dull.

22b. Load of work in studies has been moderate for 50%, heavy for 47.9%, and light for only 2%.

22c. Studies have been fairly difficult for 62.5%, not particularly easy or difficult for 22.9%, very difficult for 8.3%, fairly easy for 2% and very easy for 4.16%.

22d. Quality of learning has been rated as excellent by 62.5%, good by 35.4%, and no one said it was poor.

22e. Administrative staff is rated as efficient and responsive to student needs by 64.5%, adequate by 27.1%, inadequate by 6.25%.

23. Students rated the program as above average by 56.25% and superior by 39.6%. Only 4% said it was average or below average.

VI. PROGRAM FEATURES (continued)

24. Opinions of instructional modes:

1. Small classes with instructor-led discussions--73.5% have had and are satisfied.

2. Lecture classes--56.5% have not had and did not want.

3. Classes at another college while in the program--45% have had and are satisfied.

4. Independent study or tutorial--84%-- have had and are satisfied.

5. Seminars, student-led discussion groups--54.8% have had and are satisfied.

6. Programmed instruction, learning modules--72% have not had and did not want.

7. Films--54.3% have not had and did not want.

8. Video or audio cassetts, records, and other media--45.8% have had and are satisfied.

9. Course of study involving community experiences, internships--78.2% have had and are satisfied.

10. Laboratory courses, 45.8% have not had and did not want.

11. Correspondence courses--have not had and did not want (85.7%).

25. The major form of instruction candidates have had so far in their programs has been independent study or tutorial and a course of study involving community experiences, internships.

26. The most satisfying of the above experiences was the independent study or tutorial and course of study involving community experiences and internships.

27. Extent to which each candidate's program has met his/her needs:

1. Convenient location for classes, seminars--Much (37%)-Some (33%)

2. Availability of academic counseling--Much (28.6%)-Some (59.2%)

3. Availability of vocational counseling--did not need (55.5%)

4. Flexible scheduling (classes or other learning experience)--Much (76.6%)

VI. PROGRAM FEATURES

27. (continued)

5. Assistance in designing my own program--Some (60.5%)

6. Personal encouragement by faculty--Much (53.2%)-Some (34%)

7. Orientation program to prepare me for study--Not at all (40%) and did not need (31%)

8. Availability of library materials/resources--Some (39.1%)

9. Interaction with other students--Some (39.6%)

10. Flexibility in curriculum--Much (81.2%)

11. Financial aid from program--Not at all (36.4%)-Did not need (36.4%)

12. Availability of faculty--Some (51%)

13. Total independence in selecting my own topics of study--Much (79.6%)

28. Had difficulty getting used to studying again--No (2/3)

Found my work experience helped me to be a better student--Yes

Had difficulty fitting my studies or courses into my schedule--Yes (26) No (22)

Had no quiet place to study--No

Developed an interest in doing post-graduate work--Yes

Found that my life was changed drastically--Yes (20) No (25)

Had diffuculty meeting payments for tuition or other expenses--Yes (20) No (27)

Had difficulty completing some of my studies--Yes (21) No (24)

Had difficulty adjusting to the modes of instruction--No

Felt I was placed too much on my own--No

Had trouble getting started--No

Had to wait too long between applying and actually beginning my studies--No

Had difficulty getting books and other materials--No

VI. PROGRAM FEATURES

28. (continued)

Developed problems with my family--No

Found my career plans changing--Yes (19) No (28)

Worked closely with the faculty/adviser--Yes (24) No (21)

29/30. The greatest number of candidates have financed their expenses from earnings from their own work. Other major sources of financial help were from savings, private employer support and from religious communities.

31. Over half of the students surveyed responded that they were given time off to attend classes either with or without pay.

32. Additional expenses incurred by students (aside from tuition and fees) were listed as the cost of books and materials, travel, and food and lodging away from home.

33. Candidates were asked to rate themselves with others their own age on the following traits. Their responses could be: Highest 10%, Above average, average, below average, and lowest 10%.

Academic ability--Above average

Drive to achieve--Above average

Independence--Highest 10%

Interpersonal skills--Highest 10%

Mathematical ability--Average

Persistence--Above average

Self-confidence--Above average

Writing ability--Above average to average

Leadership ability--Above average

Self-motivation--Above average

In summary, it would seem as though we have a fairly heterogeneous group of people in that we have about 42% that are women and 58% men. Over half are single, one-fourth are married, another quarter are religious. The program seems to have appealed primarily to white, middle class individuals roughly between the ages of 25 and 49. The principal occupations seem to be in the helping professions, which is our target group--teachers, priests, therapists, counselors, religious coordinators.

Most of the candidates are enrolled in our program because they had searched for or had been involved in traditional programs which were not satisfactory to them. They were attracted to our program because they heard through friends or others that our program existed and that it would probably be attractive to their needs. The majority of the candidates entered the program to develop a new career; or to acquire specific skills that would be useful on the job; or to attain greater personal enrichment and development. The vast majority of the candidates surveyed indicated that they were very interested in the program, that the workload had been fairly heavy to moderate, and that the quality of learning was rated as excellent. They felt that the program was superior or above average.

Most of the students chose a course of study involving community experience, internships, and other non-traditional forms of education.

When asked to compare themselves with their idea of an average person of their own age, they felt that their academic ability was above average, their drive to achieve was above average, their independence was certainly extremely above average. Their interpersonal skills, they listed in the highest ten percent. Persistence; self-confidence, and self-motivation, writing ability, leadership ability, were all above average. One interesting fact was that an

amazing number of people perceived that they were average to below average with mathematical ability.

In analyzing this data, I think it important to realize that we are discussing a fairly self-select group of people who were screened prior to entering the program and who had a very high chance of success before they began. It is interesting, however, to note that our correlations as to what we would expect these responses to be coincided well with the actual results. Given a seventy-five percent (75%) response from those polled, allows us to use this data to make evaluations as to our present policies and where we might increase our efforts in the future.

IMPLICATIONS FOR FURTHER REFINEMENT OF PROGRAM

In reviewing in detail some of the responses that the students made, we notice that only slightly more than half of the students indicated that they worked closely with their faculty adviser, that a majority of them felt that there was insufficient orientation to the program to prepare them for study and that many of them felt that there was only some guidance available from the faculty.

Insofar as their lack of orientation to the program it is hoped that the course, "The Process of Human Development," which was explained earlier, and a course guideline, which is included in the appendix, will help meet this need.

Regarding some of the other concerns, specifically the fact that they do not work as closely with their advisers as we would like and the fact that they do not feel that there is enough input from the faculty at Saint Mary's to their graduate program and not enough face-to-face contact with others from Saint Mary's, we are proposing to the Graduate Dean and Academic Deans that regional advising centers for the Graduate Program in Human Development and Education be established throughout this country and in other countries where we have concentrations of students.

In reviewing our geographic distribution of students, it seems that the largest number of students are concentrated in five geographical areas in the United States. These areas are Boston, Washington, D. C., Minneapolis, and San Francisco and Southern California.

It is our intention to establish these advising centers in each one of these areas for a variety of reasons. By establishing a center which would

be coordinated by an adjunct professor who would have responsibilities for working with the advisers, we would be able to establish greater communication with our students in these geographic areas.

Secondly, it would allow the students to establish their own support groups so that they could assist one another in working through the graduate program and also share in the resources that are available to them in the immediate area.

Third, it would facilitate our providing the course, "The Process of Human Development" because we would be able to offer it at the advising centers once a year, making it more convenient for our students. We would also be able to allow students to present their colloquiums at the advising center, thus allowing them to avoid the expense of coming to Saint Mary's College from whatever geographic area they happen to be in. The colloquium could be conducted in their own area and in front of their own peers, with whom they've already been working and have established rapport.

This would also allow the Director of the program and various other members of the college faculty who are interested in providing support services to these students to meet with them as a group during one of their support sessions eliminating the need to travel all over one region to meet with them individually.

It is our intention to continue to elicit this kind of feedback from our students on a periodic basis and we hope to concentrate on the areas that have been identified as weaknesses in the program so that we will be able to respond to the express needs of our candidates.

SUMMARY

We have emphasized non-traditional education in this paper. It is our conviction that these alternatives not only provide for more independence and freedom to learn on the part of the candidate, but also will strengthen the institutions of learning as well. "The collaborative thinking of administrators and faculty members as they develop new ventures stimulates inter-institutional inquiries, comparisons, planning, and cooperation which the mere fitting together of the pieces of conventional programs can never create."[6]

Perhaps of most significant importance, is our desire to provide a model that will allow the greatest number of persons to participate. Too often those that have the greatest desire to learn are disenfranchised from the formal learning process because of economic considerations, geographic obstacles, or culturally-imposed restrictions such as age, sex, or racial background. By providing a program which has as its core a flexible plan of study, designed by the student in cooperation with an adviser, which can be implemented wherever the student lives, without leaving a job or activity, we hope to obviate many of the barriers to higher education.

"A nation that respects individual potential and wishes to assist everyone toward full personal growth cannot help but believe in full educational opportunity. With such a belief, the nation declares the essential validity of individual human dignity. It offers everyone the chance to reach all that is attainable, to take a place in society at the highest level possible by crossing as many thresholds to learning as he or she can. It offers opportunity for the young, the mature, the elderly. Such a society

is the culmination of a human struggle that has gone on for centuries in which individual men and women have gradually emerged out of the shadows of caste, class, of slavery, despotism, and deadening controls toward a new hope for themselves. That society is still an unachieved goal, but we are closer to it than ever before."[7]

It is our hope that we will be able to offer some movement towards that society through our graduate program. Through cooperation and open education, we can help create an atmosphere of open minds and open hearts; allowing diversity to be our greatest strength, human development our highest priority, and the potential of our citizens our most valuable national resource.

Simply trust:

Do not the petals flutter down,

Just like that?

Issa

APPENDIX

(1) 2 3 4 (Circle One) CONTRACT FOR

THE MASTER OF ARTS DEGREE IN (HUMAN DEVELOPMENT) EDUCATION (Circle One)

I. Personal Data

Name: _____

Permanent Address: _____

Present Address: _____

Present Occupation and Place: _____

II. General Personal and Professional Goals for a) this contract, b) your graduate program: a) To become better aware of myself in communication skills. To become more conscious of my verbal communications in group communications and interpersonal dialogue. To improve my ability in being with another person in communications (using their language, hearing their feelings, feeling their feelings, and talking with others using selective reflections of my own language as well as their language in dealing with issues). To be exposed to a wide range of personalities, people from various income brackets, and people from a variety of leadership roles in society. b) To improve upon the above mentioned skills in association with other counselors from various backgrounds over a concentrated one year period of time. To become more skilled in counseling to others as a minister. (over)

III. Specific Educational Objectives/Means to Achieve Them/Evaluation of Achievement

On the next page, in outline form, list each objective. Under the objective, list the means you intend to use to achieve it. This could include: 1) formal classes, workshops, seminars, institutes, including where taken and number of credits; 2) in-service programs, learning experiences or supervised internships; and 3) independent study with graduate advisor, or other professional, including reading list, experiences, papers, film list, discussion topics, etc. Again, under each objective, list the means by which you will evaluate whether or not you have achieved your objective. This may include pre and post-testing via standardized tests, papers, video tape recordings, personal reflection, evaluation from supervisors, peers, and recipients of your efforts.

IIb. To get exposure to, experience with and observations of other professional counselors, (lawyers, doctors, ministers, and degreed counselors) doing their work in their specific contexts and situations. To discuss with these types of professional counselors various theories of counseling techniques, to discuss with these types of professional counselors various theories of counseling techniques, to discuss the wide range of practices in our efforts to counsel, and to discuss the realities of our experiences in counseling. To seek a better understanding of the various needs that counselors can use in facilitating help in a counseling situation through theory, practice, and reality discussion of the same. To become better aware of the counseling professions at large in order that I am prepared to recommend appropriately other fields of counseling to counselees as a minister.

My Graduate Program:

b.) To sustain and maintain the above-mentioned goals for a one year period with St. Mary's Hospital, Minneapolis, Minnesota in the Chemical Dependent Program as a counselor and as a chaplain. To be open to suggestions from my adviser at Saint Mary's College for professional growth opportunities during the year.

Specific Educational Objectives; Means of Achieving these Objectives, and the Means of Evaluation of Achievement of these Objectives:

A. Specific Educational Objectives:

1. To better understand the theories and techniques of professional counseling.

(Means) a. Workshops and Seminars: T.A. 101 (20 hrs. +); Passivity Confrontation (35 hrs.+); and Gestalt and T.A. (35 hrs.+) all in Minneapolis, Minn. during spring and summer 1975.

b. A one year Supervised Internship at St. Mary's Hospital in the Extended Care Department (with A.A.) under the direction of the Rev. Don Severson adn other chaplains (June 1975 to June 1976).

c. Independent Study with a Graduate Advisor (Mr. George Barnitt) for one year (June 1975 to June 1976). Two evenings each week - one evening leading a small group in counseling and one evening in discussion with other students in the program and Mr. George Barnitt about theory, practice, and evaluation o- the week's experiences.

d. Reading list:

1. Alcoholics Anonymous
2. Twelve Steps and Twelve Traditions
3. I'll Quit Tomorrow
4. Twenty-four Hours a Day
5. The Eye Opener
6. Arresting Alcoholism
7. The Adjustment of the Family to Alcoholism
8. Alcoholism a Merry Go-Round
9. A Guide for the Family of Alcoholics
10. The Ego Factors in Surrender in Therapy
11. Surrender vs. Compliance in Therapy
12. The Guide to Fourth Stop Inventory and other leaflets pertaining to A.A.
13. Gestalt Verbatim
14. Gestalt Verbatim Integrated
15. Gestalt Therapy
16. Principles of Group Treatment
17. What Do You Say After you Say Hello

Evaluation-

a. Workshops and Seminars: Personal Reflection, group evaluations within the workshops and seminars, and an overall evaluation of experiences and observations with Mr. George Barnitt.

b. Supervised Internship: Weekly evaluations by the general and administrative staff of St. Mary's Extended Care Department; weekly evaluations by the ministerial staff of the program, and quarterly evaluations by Rev. Don Severson and my District Super-intendent Rev. Stan Hanks of the United Methodist Minnesota Conference, and monthly evaluations by Video tape recordings of small counseling at Saint Mary's Hospital.

c. Independent Study: Weekly evaluations with Mr. George Barnitt, monthly evaluation by recipients of my efforts, and weekly evaluations by my peer counselors.

d. Reading List: An on-going evaluation with peer counselors.

A. Specific Educational objectives, continued:

2. To experience, practice, grow, and participate in the theories and techniques of professional counseling.

(Means)a. In addition to all mentioned above I will be listening to Fifth Stops in the A.A. program weekly at St. Mary's Hospital. Teenagers and adults usually go through this experience before leaving the hospital. A Fifth Stop in the A.A. program is only between the drug addict and the Minister and may last 3 to 9 hours in a gut level, soul searching, auto-biographical testimony by the counselee covering his entire history.

(evaluation) Not to be discussed with anyone.

IV. Progress and Evaluation Reports: Additions to the Portfolio

A. Self evaluation and reports to the staff on each specific educational objective.

B. A substantial summary integrating statement.

C. Staff evaluation (To be filed by the Staff)

- - - - - - - - - -

I understand and agree to the terms of this contract. I further understand that this contract covers the FIRST quarter of my graduate work which I intend to begin on the THIRD day of JUNE, 1975, and complete on the SECOND day of JUNE, 1976.

Signed _____
(Candidate)

Date _____, 19__

Signed _____
(Director)

Signed _____
(Advisor)

Credits 12

HD(IS)G Practicum in Counseling
10 credits
HD(IS)G Readings in Counseling Theory
2 credits

ADVISERS HANDBOOK

PHILOSOPHY OF THE PROGRAM

The Master of Arts programs in Human Development and Education at Saint Mary's College arose in response to a need felt by many involved in the helping professions for a non-traditional approach to graduate education.

The program attempts to provide learners with a vehicle which supports the development of an integrated philosophy of life as well as with means to reach that end. Wholistic human growth, the integration of the affective and cognitive dimensions of man, is our primary value orientation. Integrity, responsibility, honesty, sensitivity, and wonder are viewed as essential to intellectual, emotional, interpersonal, creative, and spiritual development, which is human development.

The program is designed to develop competence in understanding one's own growth as well as that of others with whom the candidate is in contact. The structure of the program is based on the premise that learning is a cyclical process involving experience, development, reflection, and conceptualization; that much growth occurs in the context of self-directed learning; and that rigorous, scholarly study must be balanced with experience and a deeper confrontation with theory in terms of personal meaning.

ADMISSION

I. Inquiries concerning the HD/Ed. graduate program are sent to the HD/Ed. graduate office

A.) The HD/Ed. office sends to the student:

1. Application for Graduate Study
2. Program Application form
3. HD/Ed. information brochures
4. Summer school brochure for the graduate program

B.) The student sends:

1. To the graduate dean's office:
   a) application fee
   b) Two copies of official undergraduate transcripts
   c) Application for Graduate Study
2. To the HD/Ed. office:
   a) Program Application with attached autobiography (which is kept in the HD/Ed. files)
   b) graduate transcripts (if the student wishes to transfer up to six graduate credits)

C.) The graduate dean's office sends:

1. "Evaluation of 'Application to Graduate Study'" form, Application for Admission form, and two copies of the undergraduate transcripts to the HD/Ed. office with an indication of whether the student is eligible for regular or provisional status.

D.) The HD/Ed. office either recommends or does not recommend acceptance of the student, and returns to the graduate dean's office:

1. "Evaluation of 'Application for Admission to Graduate Study'" form.
2. Application form
3. One copy of the undergraduate transcripts (the second copy of transcripts is kept in the HD/Ed. files)

E.) If the student is accepted, the graduate dean's office:

1. Informs the student of his acceptance
2. Informs the HD/Ed. graduate office of his acceptance

E.)3. Assigns a student number and sends it along with the application fee to the business office to be credited to the student's account.

4. Sends to the registrar's office the necessary registration information.

F.) If the student is not accepted, the graduate dean's office:

1. Informs the student of his/her non-acceptance

2. Sends the application fee to the business office for deposit in the general fund.

G.) HD/Ed. graduate office sends the student a blank contract form.

CONTRACT PROCEDURES

I. The student sends a contract to his/her adviser with indication of how many credits s/he feels should be received.

II. The adviser reveiws the contract:

A.) S/he may return it to the student with comments for revision, or

B.) The adviser may then send the contract to the HD/Ed. office at Saint Mary's with his/her recommendation as to how many credits s/he feels the contract work should receive.

III. The HD/Ed. graduate program director reviews the contract:

A.) S/he may elect to return it to the adviser for revision, or

B.) Approve the contract for registration.

IV. The contract is then registered. The registration form is completed by the HD/Ed. graduate program office. (See enclosed contract registration/evaluation form.)

A.) Copies of the registration are sent to the following:

1.) One copy to the business office for billing of the student.

2.) One copy to the candidate.

3.) One copy to the adviser along with one copy of the contract.

4.) Two copies to the graduate dean's office along with two copies of the contract.

5.) The original is retained in the HD/Ed. graduate office in the student's portfolio.

V. During the contract period, work should be turned in to the adviser for his/her review, and then forwarded to the HD/Ed. graduate office for review by the director and placement in the candidate's portfolio. All work should be turned in to the HD/Ed. office by the date of expiration of the contract.*

* PLEASE SEE NEWSLETTER #3 FOR MORE INFORMATION.

VI. Changes in the contract:

A.) Additions to the contract

1.) Student must have his/her adviser's approval for a change in the contract.

2.) Student or adviser should notify the HD/Ed. graduate office in writing of the change(s) made.

3.) HD/Ed. graduate office circulates a revised registration.

VII. Evaluation

A.) After work is turned in, (this includes the candidate's self-evaluation and the adviser's evaluation), the contract is then ready for evaluation. The evaluation states the following:

1.) Pass/Fail,

2.) How many credits are accepted,

3.) Signature of the adviser.

B.) Copies are sent to the following:

1.) One copy to the business office for payment of the adviser.

2.) Two copies are sent to the graduate dean's office:

a.) One copy of the evaluation and one copy of the contract is sent to the registrar's office for placement in the student's files--to be sent out if a transcript is requested, and for inclusion on the candidate's permanent record.

b.) One copy is retained in the candidate's file in the graduate dean's office, with the second copy of his/her contract.

3.) The original is retained in the HD/Ed. graduate office in the candidate's portfolio.

C.) Grading:

1.) PASS--For work satisfactorily completed, well done.

2.) FAIL--Unsatisfactory work.

3.) W-----Failure to complete a section of the contract.

4.) I-----Unsatisfactory completion of a section of a contract.

1 2 3 4 (Circle One) CONTRACT FOR

THE MASTER OF ARTS DEGREE IN HUMAN DEVELOPMENT/EDUCATION (Circle One)

I. Personal Data

Name: _____

Permanent Address: _____

Present Address: _____

Present Occupation and Place: _____

II. General Personal and Professional Goals for a) this contract, b) your graduate program:

III. Specific Educational Objectives/Means to Achieve Them/Evaluation of Achievement

On the next page, in outline form, list each objective. Under the objective, list the means you intend to use to achieve it. This could include: 1) formal classes, workshops, seminars, institutes, including where taken and number of credits; 2) in-service programs, learning experiences or supervised internships; and 3) independent study with graduate advisor, or other professional, including reading list, experiences, papers, film list, discussion topics, etc. Again, under each objective, list the means by which you will evaluate whether or not you have achieved your objective. This may include pre and post-testing via standardized tests, papers, video tape recordings, personal reflection, evaluation from supervisors, peers, and recipients of your efforts.

IV. Progress and Evaluation Reports: Additions to the Portfolio

A. Self evaluation and reports to the staff on each specific educational objective.

B. A substantial summary integrating statement.

C. Staff evaluation (To be filed by the Staff)

- - - - - - - - - - -

I understand and agree to the terms of this contract. I further understand that this contract covers the _____quarter of my graduate work which I intend to begin on the _____day of _____, 19____, and complete on the _____day of _____, 19____.

Signed_____
(Candidate)

Date_____, 19__

Signed_____
(Director)

Signed_____
(Advisor)

Credits_____

GRADUATE PROGRAM IN HUMAN DEVELOPMENT/EDUCATION

☐ Contract Registration

☐ Contract Evaluation

Contract Number: 1 2 3 4
(Circle One)

NAME_____
ADDRESS_____
_____
ALPHA NUMBER_____

DATE OF BIRTH_____
HOUSED ON CAMPUS_____
CANDIDATE FOR M.A. IN: ____Ed. ____H.D.
SOCIAL SECURITY NO.:_____

CONTRACT DATES: From_____to_____

I. Credits Transferred: (Must be before first contract begins)

Course Number	Course Title	Cr.	Gr.	Name of Institution	Transcript Received

II. Courses Taken at Saint Mary's:

Course Number	Course Title	Cr.	Gr.	I-Sem.	II-Sem.	Summer

III. Independent Study Courses:

Course Number	Course Title	Cr.	Gr.	I-Sem.	II-Sem.	Summer

----------FOR OFFICE USE ONLY:----------

FOR REGISTRATION OF THE CONTRACT:

Total Credits Registered_____

Total Credits to be Billed_____

Director_____
Date_____

Adviser_____
Date_____

FOR EVALUATION OF THE CONTRACT:

Total Credits Accepted for M. A._____
The contract indicated above has been evaluated and the grades either certified or assigned by:
Director_____
Date_____

Adviser_____
Date_____

☐ Pay Adviser
☐ Don't Pay Adviser

Sent to:
____Grad. Office
____Business Office
____Adviser

____Registrar____

Sent to:
____Grad. Office
____Business Office
____Adviser
____Candidate

STUDENT STATUS

I. Special Students

A.) Students who have not been admitted to a graduate program, but have been allowed to take courses and/or work on contracts. If they wish to be admitted to a program, they follow the regular admission procedures, and will be allowed to transfer a maximum of six credits obtained as a special student toward the program.

II. Provisional Status

A.) Students admitted on Provisional Status are those with less than a 2.7 undergraduate honor point ratio in all courses taken in their major field; and who have received approval from the graduate committee reviewing their application.

B.) After successful completion of the first contract, the student is reviewed by the HD/Ed. department. If he is allowed to continue, his status is changed to Regular Status and the HD/Ed. office so informs:

1.) The student,

2.) The graduate dean's office,

3.) The adviser.

C.) If the student is not allowed to continue, the HD/Ed. office so informs:

1.) The student,

2.) The graduate dean's office,

3.) The adviser.

STUDENT REBATES

I. Each student is entitled to receive up to one-third of the tuition monies s/he pays to Saint Mary's College for independent study credits back to pay for expenses s/he incurs as a result of work done toward graduate contracts.

A.) What this includes:

1.) Classes taken at other institutions,

2.) Seminars attended,

3.) Workshops attended,

4.) Monies paid for training in special fields (Associates for Human Resources, Inc., Midwest T. A. Institute, etc.)

B.) What this does not include:

1.) Transportation,

2.) Books, supplies, (paper, etc,)

3.) Classes taken at Saint Mary's College campus.

C.) Procedure

1.) Student sends receipts from the institution, classes, etc., which were taken to the HD/Ed. graduate office.

2.) HD/Ed. graduate office requests a check from the Saint Mary's College Business Office to be sent to the student for the amount requested.

3.) Saint Mary's College Business Office sends the check to the student.

4.) The student should receive his/her check within three weeks.

5.) If a check is not received within three weeks, the student should notify the HD/Ed. graduate office.

MASTER'S COLLOQUIUM

I. Definition

A.) Presentation by the student on one or two aspects of particular interest to him/her during the graduate program.

II. Position Paper

A.) Student must write a position paper at the end of his/her fourth contract pulling together his/her graduate work and present it to his/her adviser and to the director of the HD/Ed. graduate program.

B.) The director circulates copies of the position paper to the members of the graduate committee.

III. Given at Saint Mary's

A.) Date decided upon by the student.

IV. Attended by:

A.) Graduate Committee,

B.) Program Director,

C.) Interested members of the campus community.

GRADUATION

I. HD/Ed. office notifies the graduate dean's office and the student of the successful completion of the colloquium. The graduate dean's office files this notification.

II. Graduate dean's office sends the student an "Application for Graduation" form as soon as notification of the successful completion of the colloquium is received.

III. The student returns the "Application for Graduation" form and a graduation fee to the graduate dean's office.

IV. The graduate dean's office:

A.) Sends the graduation fee to the business office.

B.) Checks with the business office to determine that all financial obligations are taken care of.

C.) Verifies that all graduation requirements are completed.

D.) Notifies the HD/Ed. office of the student's successful completion of the graduation requirements.

E.) Notifies the student of the date on which the degree will be conferred.

F.) Approves the graduation, and sends the approval form and the student's folder to the registrar's office.

1.) Registrar's office records the graduation information on the permanent record, files the student's folder, and orders the diploma.

TRANSFER OF CREDITS FROM OTHER INSTITUTIONS

I. The transcript of graduate credits applied toward the program immediately after acceptance, but outside the contract, is sent to the HD/Ed. office:

A.) The HD/Ed. office indicates on the graduate transcript which credits are to be applied to the program (up to six) and the director signs the transcript for official approval. The transcript is then sent to the graduate dean's office.

B.) The graduate dean's office sends the transcript to the registrar's office for inclusion on the permanent record.

1.) The registrar's office returns the transcript to the graduate dean's office for inclusion in the student's file.

II. The transcript of graduate credits granted by another institution and included as part of a contract is sent to the HD/Ed. office:

A.) The transcript is attached to one of the copies of the contract evaluation that is sent to the graduate dean's office.

1.) The graduate dean's office approves the transfer of credit in section II of the copy of the contract evaluation form that is sent to the registrar's office.

2.) The transcript is returned to and kept in the files in the graduate dean's office.

III. Transcript of credits from non-accredited institutions:

A.) Work done at a non-accredited institution may be included in a contract and Saint Mary's will grant contractural credit for this work when it is done under contract.

B.) Work done outside of a contract or before a student is accepted at Saint Mary's at a non-accredited institution in not transferrable and will not be recognized for credit transfer purposes.

CRITERIA FOR FACULTY STATUS IN THE GRADUATE PROGRAM

I. One who possesses a doctoral degree.

II. One who is a candidate for the doctoral degree.

A.) Doctoral candidacy is defined as one who has successfully passed the comprehensive examinations.

III. One who possesses unusual competence, this competence it to be subject to the approval of the graduate dean.

A.) An academic vita should be submitted to the director of the graduate program.

B.) The director then submits the vita along with a recommendation to the graduate dean for approval.

C.) The graduate dean approves the prospective adviser.

D.) The prospective adviser is then appointed an adjunct professor of Saint Mary's College or may be given graduate program adviser status only.

ADVISERS SALARIES

I. Advisers are paid at the rate of one-fourth of the full graduate salary for one credit for each contract containing independent study credit, regardless of the amount of independent study credit in the contract. Therefore, they are paid at the following rate for each rank:

RANK	SALARY PER CONTRACT CONTAINING INDEPENDENT STUDY CREDIT
Professor	$106.25
Associate Professor	100.00
Assistant Professor	93.75

II. Advisers do not get paid if:

A.) There is no independent study credit in the contract, or

B.) If the adviser is under contract to advise students as a regular part of the work contract at Saint Mary's College.

INSTRUCTIONS: Check only one response unless the question itself contains other instructions.

I. STATUS IN PROGRAM

Q1. When did you first enroll in the program?

1 ____ 1976

2 ____ 1975 56.25%

3 ____ 1974 25%

4 ____ 1973 14.6%

5 ____ Before 1973 2%

Q2. How continuous has been your active involvement in the program? If graduated, answer for the time you were in the program.

1 81% Continuous study since I first enrolled

2 8.3% Officially or unofficially discontinued my studies at some time and then returned

3 8.3% Currently inactive

2% = No Response

a. If you discontinued your studies: Were any of the following reasons involved? (Check yes or no for each)

Yes 1	No 2	
12.5%	____	Dissatisfied with faculty
37.5%	____	Dissatisfied with curriculum
25%	____	Had to move
50%	____	Job responsibilities conflicted
12.5%	____	Family problems or conflicts
12.5%	____	Health problems (mine or in family)
37.5%	____	Financial difficulties
12.5%	____	Other, specify

periodic ennui

II. GENERAL BACKGROUND

Q3. What is your sex?

1 41% Male

2 58% Female

Q4. What is your age?

1 6% 20 - 24

2 18% 25 - 29

3 22% 30 - 34

4 19% 35 - 39

5 25% 40 - 49

6 6% 50 - 64

7 0 65 or older

Q5. What is your marital status?

1 62% Single

2 27% Married

3 6% Divorced or separated

4 2% Widowed

1 No response

Q6. Do you have children living at home with you?

1 82% Yes

2 17% No (SKIP to Q7.)

a. If yes: In which of the following age categories are they? (Check yes or no for each)

Yes 1	No 2	
6	7	Age 5 and under
8	4	Age 6-12
8	5	Age 13-17
2	9	Age 18 and over

Q7. What is your racial or ethnic background?

1____American Indian/Native American/Amerindian
2 2 Black/Negro/Afro American
3____Chicano/Latin American/Spanish surname
4____Oriental/Asian American
5 45 White/Caucasian
6____Other, specify_____

III. CURRENT EMPLOYMENT

Q8. Are you presently employed?

1 40 Yes
2 8 No (Skip to Q8b)

a. If employed: How many hours per week are you employed? If you have more than one job, include total number of hours for all employment.

average = 45 Hours per week (SKIP to Q9)

b. If not employed: For each of the following, check yes if it applies to you or no if it does not.

Yes	No	
1	2	
50%	____	Looking for work or on layoff
12%	____	Housewife
50%	____	Retired
12%	____	Student
2.5%	____	Other, Specify Sabbatical leave

IF YOU HAVE NEVER BEEN EMPLOYED, CHECK HERE 1

Q9. What is your principal occupation? If not presently employed, answer for your most recent job. Please state your job title, (e.g. licensed practical nurse, purchasing agent, etc.), and give as clear a description as possible of the kind of work you do.

Job Title Helping Professions
Description_____

Q10. Who is your present (or most recent) employer?

1 22% Government Agency (federal, state, local)
2 27% Private employer
3 12% Self-employed
4 39% Other, specify_____

Q11. What was your total income last year from all sources before taxes? Do not count your parents' income, but if married, do include your spouse's income.

0 10% None
1 10% Under $3,000
2 20% $ 3,000 - $ 4,999
3 10% $ 5,000 - $ 6,999
4 7.5% $ 7,000 - $ 8,999
5 5% $ 9,000 - $11,999
6 7.5% $12,000 - $14,999
7 5% $15,000 - $19,999
8 12.5% $20,000 - $29,999
9 7.5% $30,000 or more
5% = No Response

Q12. Are you financially independent of your parents?

1 Yes
2 No

IV. EDUCATIONAL BACKGROUND

Q13. After you left college and before you entered this program, in how many different institutions were you actually enrolled for credit?

1	19 None or only for non-credit study	39.6%
2	9 One	18.75%
3	12 Two	25%
4	4 Three	8.3%
5	4 Four	8.3%
6	2 Five	4%
7	0 Six	0
8	0 More than six	0

Q14. Before you entered this program, when did you last study for credit?

1	10 Within past year	20.8%
2	28 Between 1 - 5 years	58.3%
3	6 Between 6 - 10 years	12.5%
4	3 Between 11 - 20 years	6.2%
5	1 More than 20 years before	2%

V. ATTRACTION TO THE PROGRAM

Q15. How did you find out about this program?
(Check yes or no for each)

Yes 1	No 2	
22		A student who was enrolled in the program
19		A staff member of the program
4		Articles about program in the media (Newspaper, TV, radio)
2		Advertisements in the media
16		Official pamphlets, bulletins
7		An instructor or counselor at some other college or school
20		A friend or member of my family
11		Other, specify

Q16. How important was each of the following in attracting you to this program?

Very Important 1	Somewhat important 2	Not important 3	Not Applicable 4		
41	4	2		(1)	Opportunity to earn credit for life/ work experiences.
11	29	2	4	(2)	The good reputation of the program
1	11	10	11	(3)	The low tuition (cost)
3	5	13	22	(4)	Availability of financial support
35	4	1	6	(5)	Special areas of study it offers
43	5			(6)	The individualized approach
45	4			(7)	The independence allowed
43	3			(8)	Flexibility of the program (scheduling, location, self-pacing)
20	12	5	6	(9)	Opportunity for part-time study
2	2	8	32	(10)	It was only program available to me
3	2	13	25	(11)	Thought it was an easy way to get a degree
2	5	15	20	(12)	Had friends in the program
8	25	10	2	(13)	It sounded new and interesting

Q17. Of the reasons checked above, circle the matching number of the one that was most important to you.

	1	2	3	4	5	6	7	8	9	10	11	12	13
answers(11)					5	6	5	15					1

Q18. Before deciding to enroll in this program, did you consider enrolling in a traditional program?

1 37 Yes
2 11 No

VI. PROGRAM FEATURES

Q19. How important was each of the following educational objectives in influencing your decision to enroll in this program?

Very important 1	Somewhat important 2	Not important 3	Not applicable 4		
16	16	8	7	(1)	To develop a new career
37	6	3	0	(2)	To acquire specific skills that will be useful on a job.
8	13	13	13	(3)	To satisfy degree requirement for a job
7	15	11	14	(4)	To meet academic requirements necessary to enter a profession and/or doctoral program
7	12	10	17	(5)	To improve my chances of increasing my income
13	17	9	9	(6)	To become involved in social concerns
14	25	7	2	(7)	To satisfy my personal desire to have a master's degree
43	4	1	0	(8)	To attain greater personal enrichment and development.

Q20. Of the reasons checked above, circle the matching number of the one that was most important?

	1	2	3	4	5	6	7	8
Answers	6	11	1	2	2	0	5	24

Q21. To what extent has the program met the objective most important to you?

1 52% Completely
2 31% Somewhat
3 2% Not at all
4 14% Too new in program to respond
2% No Response or different response

Q22. In general, what have been your experiences with the following aspects of the program so far? (Check one rating for each item)

a. My studies have been

1 32	Extremely interesting	66.6%
2 16	Interesting	33%
3 0	Dull	0

b. The load of work in my studies has been

1 23	Heavy	47.9%
2 24	Moderate	50%
3 1	Light	2%

c. The studies I have pursued have been

1 4	Very difficult	8.3%
2 30	Fairly difficult	62.5%
3 11	Not particularly easy or difficult	22.9%
4 1	Fairly easy	2%
5 2	Very easy	4.16%

d. The quality of learning has been

1 30	Excellent	62.5%
2 17	Good	35.4%
3 1	Fair	2%
4 0	Poor	0

e. The administrative staff of the program has been

1 64% Efficient and responsive to student needs
2 27% Adequate
3 6% Inadequate
2% Different Response

Q23. In comparison with other formal educational experiences you have had, what is your overall rating of this program?

1 19 Superior
2 27 Above average
3 1 Average
4 1 Below average

Q24. Listed below are various instructional modes you may have experienced while enrolled in this program. Please indicate your satisfaction with each, or if you have not had the experience, check whether you wanted it or not.

(Next page)

Q24.

Have had and		Have not had		
Am satisfied 1	Am Not satisfied 2	And wanted 3	And did not want 4	
36		5	8	(1) Small classes with instructor-led discussions.
19	1		26	(2) Lecture classes
20		10	14	(3) Classes at another college while in the program
42	2	3	3	(4) Independent study or tutorial
23		5	14	(5) Seminars, student-led discussion groups
9		3	31	(6) Programmed instruction, learning modules
16	1	4	25	(7) Films
22	1	8	17	(8) Video or audio cassettes, records, or other media
36	2	4	4	(9) Course of study involving community experiences, internships
17		5	22	(10) Laboratory courses
3		3	36	(11) Correspondence courses

Q25. Which of the above has been the major form of instruction you have had so far in the program? (Circle the matching number)

	1	2	3	4	5	6	7	8	9	10	11
ANSWERS	10	1	2	16	4	3	0	0	16	1	0

Q26. Which has been most satisfying to you? (Circle the matching number from Q24.)

	1	2	3	4	5	6	7	8	9	10	11
ANSWERS	8	0	2	16	4	3	0	1	15	4	0

Q27. Listed below are some other ways graduate programs may meet the needs of their students. For each feature, indicate the extent to which your program has met your needs.

Much 1	Some 2	Not at all 3	Did not need 4	
17	15	5	8	Convenient location for classes or seminars
14	29	4	2	Availability of academic counseling
4	9	7	25	Availability of vocational counseling
39	6	1	3	Flexible scheduling (classes or other learning experience)
15	29	2	2	Assistance in designing my own program

(NEXT PAGE)

Q27. (con't.)

Much 1	Some 2	Not at all 3	Did not need 4	
25	16	2	4	Personal encouragement by faculty
39	8	0	1	Flexibility in curriculum
1	12	18	14	Orientation program to prepare me for study
10	18	5	13	Availability of library resources
15	19	7	7	Interaction with other students
2	10	16	16	Financial aid from program
15	24	4	4	Availability of faculty
39	10	0	0	Total independence in selecting my own topics of study

Q28. Which of the following have you experienced while enrolled in this program? (Check yes or no for each item)

Yes 1	No 2	
16	31	Had difficulty getting used to studying again
42	5	Found my work experience helped me to be a better student
26	22	Had difficulty fitting my studies or courses into my schedule
3	43	Had no quiet place to study
36	11	Developed an interest in doing post-graduate work
20	25	Found that my life was changed drastically
20	27	Had difficulty meeting payments for tuition or other expenses
21	24	Had difficulty completing some of my studies
5	40	Had difficulty adjusting to the modes of instruction
10	36	Felt I was placed too much on my own
14	32	Had trouble getting started
4	42	Had to wait too long between applying and actually beginning my studies
3	43	Had difficulty getting books and other materials
4	42	Developed problems with my family
19	28	Found my career plans changing
24	21	Worked closely with the faculty/adviser

Q29. How are you financing your expenses (tuition, fees, etc.) in the program? (Check yes or no for each item.)

Yes 1	No 2	
38	7	(1) Earnings from own work
11	28	(2) Earnings of spouse
13	26	(3) Savings
3	35	(4) Income from parents or relatives
0	35	(5) GI benefits from military service

Q29. (con't)

Yes	No		
1	2		
0	38	(6)	Other government agency support
12	26	(7)	Private employer support
3	35	(8)	Scholarships or grants (EOG, LEEP, etc.)
4	33	(9)	State or federal loan program (NDSL, NYHEAC, etc.)
1	37	(10)	Bank loans
12	25	(11)	Other, specify Religious, from community treasury.

Q30. Which one of the above is the major source of financing?
(Circle the matching number)

	1	2	3	4	5	6	7	8	9	10	11
ANSWERS	22	3	2	1	0	0	6	2	3	1	8

Q31. Does your employer give you time off to attend classes, seminars, or other program activities?

1 16 Yes, with pay
2 16 Yes, without pay
3 7 No
4 8 Not employed

Q32. Apart from the payment of tuition or fees, does participation in the program require any additional expense?
(Check yes or no for each)

Yes	No	
1	2	
0	40	Loss of overtime pay
15	29	Stopped working or work less time
7	33	Cost of babysitters or other help
39	4	Cost of books and materials
41	4	Travel
28	14	Food or lodging away from home
12	16	Other, specify_____

Q33. Rate yourself on each of the following traits when compared with the average person of your own age. We are interested in the most accurate estimates of how you see yourself.

(NEXT PAGE)

Q33. (con't)

Highest 10% 1	Above Average 2	Average 3	Below Average 4	Lowest 10% 5	
11	32	4	0	0	Academic ability
14	26	7	0	0	Drive to achieve
22	22	3	0	0	Independence
25	16	6	0	0	Interpersonal skills
2	14	23	8	1	Mathematical ability
15	20	10	1	1	Persistence
13	26	9	0	0	Self-confidence
19	23	6	0	0	Self-motivation
8	19	15	5	0	Writing ability
16	28	4	0	0	Leadership ability

VIII. PERSONAL COMMENTS

Q34. Finally, we invite you to use the space below (or any additional pages you wish to add) to comment generally on your experiences in the program, especially your assessment of the advantages and disadvantages of its special or unique features.

Thank you for your cooperation.

THE PROCESS OF HUMAN DEVELOPMENT

The Process of Human Development is a graduate level course which is required of all candidates in the Master of Arts program in Human Development and Education prior to their completing a second contract. The course has, as its main purpose, the orientation to the graduate program for the candidate. It is the feeling of the Director of the program and those with whom he has consulted that this is imperative, if the candidates are to understand the basic philosophical tenants of the graduate program, understand the fact that they have the primary responsibility for their learning, and give them a good start in organization and development for their graduate program. The main focus on this course will be an introduction to the graduate program, its philosophical content, and the methodologies of working through the program. A brief course outline would contain the following:

I. Introduction to the program

   A. What is Human Development and Education Graduate Program?

   B. Who does it serve?

   C. What are the responsibilities for the students?

   D. What are the responsibilities for the staff?

II. Contract

   A. What is the contract?

   B. How is it organized?

   C. What are behavioral objectives?

   D. How does one write them?

THE PROCESS OF HUMAN DEVELOPMENT

II. Contract (continued)

E. How does one seek out resources?

F. How does one evaluate his/her program?

G. What is evaluation?

H. How to do basic research.

III. Advisers

A. How does one use an adviser?

B. How does one report to the adviser?

C. How does one establish contact?

D. What are the advisers' responsibilities?

E. What are the students' responsibilities?

IV. Colloquium

A. What is the position paper?

B. How to do one, who to do one.

C. Philosophy of the colloquium.

V. Portfolios

A. What is it?

B. Why is it?

C. What goes in it?

VI. Finances of the Program

A. When to pay--How much.

B. Rebate Program.
   1. What you can do.
   2. What you cannot do.

C. Payment of the Adviser.

FOOTNOTES

1. John Dewey, Democracy in Education, McMillan Publishers, New York, 1964, p. 140.

2. Gerald Weinstein and Mario D. Fantini, Toward Humanistic Education: A Curriculum of Affect, Praeger Publisher, New York, 1970, p. 57.

3. Hugh V. Perkins, Human Development and Learning, Second Edition, Wadsworth Publishing Company, Inc., Belmont, CA, 1974, p. 262.

4. John B. Chase, Jr., et. al. "The College of Human Development and Learning," A Rational for Living/Learning, University of North Carolina, Charlotte, North Carolina, 1971, pp. 26-30.

5. Ibid pp. 20-21.

6. Samuel B. Gould, Diversity by Design, Jossey-Bass Publishers, San Francisco, 1974, p. 53.

7. Ibid. p. 11